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ABSTRACT

RESULTS OF 31 RESPONSES TO A QUESTIONNAIRE COVERING THE SPECTRUM OF NEGOTIATIONS WHICH TRANSPIRED DURING THE SCHOOL YEAR 1968-69 AND RESULTING IN AGREEMENTS FOR THE SCHOOL YEAR 1969-70 ARE REPORTED. THE NEGOTIATIONS DISCUSSED TOOK PLACE BETWEEN THE LOCAL BOARDS OF EDUCATION (EMPLOYER) AND FACULTY (PROFESSIONAL STAFF) AND NON-FACULTY OF SERVICE EMPLOYEES. PART ONE OF THIS STUDY DESCRIBES SIZE OF DISTRICTS REPORTING, EXTENT OF NEGOTIATIONS, EMPLOYER'S TIME INVESTMENT IN NEGOTIATIONS, COMPOSITION OF EMPLOYEE NEGOTIATING TEAM, COMPOSITION OF EMPLOYER NEGOTIATING TEAM, AND MOST SIGNIFICANT DEMANDS MADE OF TEACHERS, OF THE BOARD OF EDUCATION, AND OF SERVICE EMPLOYEES. COMPARISONS ARE MADE BETWEEN 1968-69 AND 1969-70. PART TWO DEALS WITH ANALYSIS OF CONTRACTS AND SALARY SCHEDULES. SALARY RANGES ARE COMPARED BY EDUCATIONAL LEVEL FOR 1966-70. THE DOCUMENT IS APPENDED WITH THE QUESTIONNAIRE USED IN THE STUDY. A RELATED DOCUMENT IS RC 004 095. (SW)

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A STUDY OF CONTRACTUAL ARRANGEMENTS

BETWEEN PROFESSIONAL AND SERVICE ORGANIZATIONS

AND LOCAL BOARDS OF EDUCATION

IN CATSKILL AREA SCHOOLS

FOR THE YEAR 1969-70

WITH

COMMENTS ON THE EFFECTS AND FINANCIAL RESTRICTIONS BOTH

PRESENT AND PROPOSED

Catskill Area School Study Council
State University College
Oneonta, New York

RC004096

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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IN

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FOR THE YEAR 1969-70

Published November 1969
by the CASSC

PREPARED BY

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CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

November 1969

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Afton Central School	Mr. Clifford Baker
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Cherry Valley Central School	Mr. Robert Govern
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Oxford Central School	Mr. Richard Heller
Richfield Springs Central School	Mr. Benjamin Cizek
Roxbury Central School	Mr. Bruce Maynard
Sherburne-Earlville Central School	Mr. Thomas Lotz
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South Kortright Central School	Mr. Paul Maholchic
South New Berlin Central School	Mr. Volckert Mason
Springfield Central School	Mr. Robert Purple
Stamford Central School	Mr. Jack Siring
Unatego Central School	Mr. Gilson Slater
Walton Central School	Mr. Thomas O'Neill
Windham-Ashland-Jewett Central School	Mr. John Breads
Worcester Central School	Mr. Bernard Cerra

DESCRIPTION

Scope and Limitations The study was limited to forty-one school districts in Chenango, Delaware, Otsego, Schoharie and Herkimer Counties of New York State. Of these schools, thirty-eight responded to the questionnaire (an increase of six from 1968). It was additionally limited to those negotiations that transpired during the school year 1968-69 resulting in agreements for the school year 1969-70. Where appropriate comparisons were made with the previous years' study.

The questionnaire covered the spectrum of negotiations between the employer (local boards of education) and various groups of employees. Basically, these groups can be divided into two categories; faculty (professional staff), and non-faculty or service employees (other employees). Not all school districts responded to all questions, nor in fact did all school districts enter into a form of negotiations with any or all employees.

The Instrument The questionnaire and follow-up letters were issued on Catskill Area School Study Council stationery and were returned to the Council office. All replys have been handled confidentially. Forty-one school districts were mailed questionnaires and of these thirty-eight responded for a 92.7 percent return. A copy of the questionnaire appears in the Appendix.

Analysis The data was analyzed in two parts. That part pertaining to the questionnaire appears in PART ONE. The data pertaining to contracts, salary schedules and other submitted materials appears in PART TWO. The

responses to each of the questions were tabulated and presented in simple statistical form.

Remarks This report is one of several studies being conducted by the Catskill Area School Study Council. It will be mailed to all participating schools as well as the Boards of Cooperative Educational Services involved. The sole purpose is to provide information to area school officials. Any reference made to other studies will be so noted, and those studies will be made available to local schools on a loan basis from the Catskill Area School Study Council office. This is the second study of negotiated contracts among area schools. [1].

It should also be noted that no attempt has been made to compare one area school with another. All schools have been treated anonymously in the text of this report.

Dr. Charles Reimer and Dr. Lawrence Heldman are available to answer questions or to consult with area administrators concerning this report. They can be reached at - Dr. Reimer -- 431-3226 and Dr. Heldman -- 432-1445.

1. Reimer, Charles T. and Lawrence J. Heldman, A Study of Contractual Arrangements Between Professional and Service Organizations and Local Boards of Education in Catskill Area Schools for the Year 1968-69, Catskill Area School Study Council, January 1968.

PART ONE

Size of Districts Reporting The thirty-eight school districts that reported ranged in size from a pupil population of 233 to 3033 in grades K-12. Their corresponding faculties ran from twenty-five to 206 full-time professional staff including non-teaching professional staff.

Extent of Negotiations Of the thirty-eight schools reporting, three did not enter into negotiations (eight percent). Therefore, thirty-five school districts entered into some form of negotiations with employees. All but three (thirty-two) negotiated with professional staff this year and nineteen of the thirty-five districts entered into agreement with employee groups other than professional staff (service employees).

	68-69	69-70
Reporting Districts	31	38 districts
Negotiated to Some Extent with Employees	26	35 districts
Negotiated with Professional Staff	26	32 districts
Negotiated with Service Employees	17	19 districts
Did not Enter into any Negotiations this Year	5	3 districts
Negotiated only Salary Items with Professional Staff	3	6 districts
Negotiated only Salary Items with Service Employees	*(NA)	1 district
An Outside Fact-Finder was Used in	0	4 districts
A Mediator was Used in	1	9 districts
A "Legal Consultant" was Used in Negotiations in	*(NA)	4 districts

The above table reflects an increase over the previous year in the use of fact-finders and mediators. It also indicates a decrease in the number of districts that did not enter into negotiations.

*(NA) Not Asked 1968-69

Employers Time Investment in Negotiations A total of twenty-eight schools reported that they had invested from three to 171 hours in negotiations with professional staff. The total time invested was 1087 hours or an average of approximately thirty-nine hours per district. In addition, the seventeen districts that negotiated with "service employees" spent from two to over 100 hours in discussion. This totaled 434 hours and averaged out to twenty-five and one-half hours per district reporting. In five cases the time spent negotiating with service employees exceeded the time spent with professional staff.

Composition of Employee Negotiating Team Thirty-one of the school districts reported the composition of their employees negotiating teams. The size of the teacher team ranged from three to seven members with the average size four members. Women were represented on twenty-six of the thirty-one teams. Elementary teachers were found on twenty-five of the thirty-one teams. All teams were represented by secondary teachers. Their findings are very similar to those that were obtained in 1968-69. It should also be noted that twelve of thirty-one teams had at least one member without tenure.

Composition of Employer Negotiating Team Of the districts reporting on the composition of their employer negotiating team it was shown that in eighteen cases the team was made up of three persons (the same as 1968-69). In the remaining thirteen situations the size ranged from two persons to six persons.

The employer team had board members in all but one case. The most typical team was composed of two or three board members and the chief

school officer. Other combinations included board members and school board officers, lay citizens, clerk, building principal, school attorney and administrative assistant.

Most Significant Demands Made of Teachers During Negotiations

To Participate in Community Affairs
Extra Duties at no Cost (example - chaperoning)
Accept Five Percent Increment
Two Year Salary Agreement
Code of Ethics
Cutting Budget Items
Improved Parent-Teacher Communications
Improved Pupil Accounting, Lesson Plans, Record Keeping
Personal Leave Policy
Support of Education Programs in Community
Merit
Proper Certification
Extra Help for "Low Ability Students"
*Coaching Salaries
Educational Development Committee
Holding Down Total Cost
Clarification of "Non-Negotiable" Items
*Teaching Hours
Teacher Evaluation Policies
Student Evaluation Policies
Keep Status Quo

Most Significant Demands Made of the Board by Professional Staff

Dues Check Off
Career Increments
Salary
Role in Curriculum Development
Improved Grievance Procedures
School Building Improvements
Starting Salary at $6800
Sabbatical Leave
Fully Paid Life Insurance
Salary on Step
Promotions
Code of Ethics
Fringe Benefits

*(Additional Comments in Part II, "Extra Pay for Extra Duty".)

Binding Arbitration for Grievances Procedures and
Contract Items
Aides
Extra Curricular Pay Schedule
Restore Staff Cuts
Policy Committees
Tenure
Class Size
Improve Sick Leave

Most Significant Demands Made by Service Employees

Salary
Non-Contributory Retirement
Retirement State Plan
Tenure
Grievance Procedure
Additional Holidays
Extended Vacation
Increased Hospitalization
Sick Leave
Full Pay for Part-Time Drivers
Same Fringe Benefits as Teachers
Personal Business Days

The most frequently reported demand was salary improvement followed by improvement of retirement programs.

What did school districts have to give up because of stiff "Hold the Line" Financial Policies of the State (that is, the most serious losses).

Service or Item	Cases Reported
Speech Correctionists	12
Reduction in Teaching Staff	11
Dental Hygienists	9
Cut in Supplies	8
Psychologists	6
Equipment Cuts	5
Cut in Transportation	5
Art Teachers	4
Teacher Aides	4
Vocal Music	4
Remedial Reading Teachers	3

Sport Activities	3
Summer School	3
Service Employees	3
Field Trips	2
Student Accident Insurance	2
Adult Education	2
P. E. Teacher	2
Foreign Language	2
A. V. Personnel	2
B.O.C.E.S. Services	2
Conference Funds	1
Nurse	1
Telelearning	1
Home Economics Teacher	1
Heating System Improvement	1
Expansion of Pre-School Program	1
Library Books	1
Building Repairs	1
Industrial Arts	1

The above list by no means indicates the total loss incurred, but instead indicates the chief school officer's impression of the most serious cuts this year.

If the proposed cuts take place in 1970-71 what will be the effect on your school district -

Drastic
Deeper Cuts in Services
Up 8/1000 on true or cuts in staff
Up 7/1000 on true
Increase taxes and curtail BOCES
Loss of 30,000 State Aid
Loss of 50,000 State Aid
Loss of 60,000 State Aid
Larger work loads - less tools to work with
Give up elementary guidance
Reduce dental hygiene
Reduce health services
Reduce speech services
Reduce visual aids
Raise taxes
Disasterous
Cut art
Cut psychology

Cut music
Cut P. E.
Cut aides
Cut B.O.C.E.S. services
Cut C.M.R.S.E.C. (Rexmere)
Cut athletics
Cut cafeteria program
Cut the education program
Cut staff
Reduced or hold the line on salary
Larger class size
Reduce curriculum offerings
Reduce services to children
Cut supplementary service

Summary of Part I Many of the items reported this year were similar to those reported last year both in content and effect. There was a significant increase in the use of outside "help" in order to settle impasse situations. This included the use of fact-finders, mediators and legal consultants.

Of greatest importance are the indications of the tremendous loss of services and materials suffered by area schools this year. Many of those services were recently obtained and in most cases were shared services provided through the area B.O.C.E.S. The reduction of specialized services such as speech, psychologist, etc., cannot be replaced in other ways. The outlook for next year is worse. Local communities will have to make some serious decisions concerning the extent to which they are willing to allow their educational opportunities to disappear! It is not a question of what the school wants, but rather what the community is willing to fight for.

PART TWO

Contracts and Salary Schedules Received Eighteen schools submitted professional contracts and eight of these schools sent in contracts with service employees. Twenty-three salary schedules for professional employees were made available for this study.

Contracts As in last year's study, the contracts varied greatly in size and scope. They ranged from a single page "Results of Faculty - Board Negotiation" to a multi-page, multi-article contract. The content ranged from brief statements of major areas of discussion to contracts that enumerated a myriad of specific regulations. In comparison with the contracts submitted in 1968-69, this year's contracts are becoming more specific and unique. While many of last year's contracts followed a common outline, this year's contracts were more varied in format.

Titles for the various articles showed a great deal of variety. Most frequently articles included: Preamble, Recognition, Negotiation Procedures, Grievance Procedures, Leaves, Salary Schedule, Extra-Curricular Duties and Pay, Insurance and Annuities, Dues Deductions and miscellaneous provisions, and Duration of Agreement. Titles of other articles mentioned in the various contracts included:

Titles of Articles and Frequency of Occurrence

Preamble	10
Certification and Recognition	14
Negotiation Procedures	14
School Policy	2
Grievance Procedures	12
Sick Leave and Personal Leave Days	11
Sabbatical Leave	3

Insurance and Annuities..... 7
Salary..... 1
Curriculum..... 8
Devotion..... 1
Miscellaneous Provisions..... 2
Resolution of Board of Education..... 1
Salary Schedule.....23
Prior Service Credit..... 1
Teaching Working Conditions..... 7
School Calendar..... 3
Use of School Facilities..... 1
Extra Duties (and Compensation).... 9
Tax Sheltered Annuities..... 2
Dues Deduction..... 8
Duration of Agreement..... 5
Professional Up-Grading..... 4
Conference..... 1
Teacher's Schedule..... 2
Items of Mutual Agreement..... 2
Teacher's Supplies..... 3
Agreements Between Public Employees and Employers Organizations..... 2
Implementation and General Committments..... 1
Fringe Benefits..... 1
Payroll Dates..... 1
Definition of Forms..... 2
Substitute Teachers..... 2
Personnel..... 1
Student Testing and Assignments..... 1
Special Duties..... 1
Jury Duty..... 1
Salary Index..... 1
Physical Examination..... 1
Supervision and Evaluation of Teachers..... 1
Classroom Visitations..... 1
Teachers' Work Year..... 1
Requirements Per Taylor Law..... 1
Teacher Conference..... 1
Next Proposed Contract..... 1
Military Leave..... 1
Mileage for Travel..... 1
Notice of Intent to Continue Service..... 1
Probationary Period..... 1
Code of Ethics..... 1
A Bill of Rights for Teachers..... 1
Tenure..... 4
Teacher Assignment, Transfer, and Promotion..... 1

Association Rights..... 1
Time of Implementation..... 1
Agreements..... 5
Philosophy..... 2
Principles..... 3
Teacher - Administration Liaison... 1
Teacher Employment and Teacher Assignment..... 1
Newly Employed Personnel, Voluntary Transfers Reassignments, Involuntary Transfers and Reassignments..... 1
Vacancies and Promotions..... 1
Teacher Evaluation.....10
Letter of Understanding..... 1
School Starting Time..... 1
Length of School Day..... 2
Employment..... 1
Mileage Allowance..... 1
Joint Committees..... 1
School Census..... 1
Substitutes..... 1
Teachers Aides..... 1
Use of School Building..... 1
Notice of Dismissal..... 1
Payroll Schedule..... 1
Principles of Agreement..... 1

*(Note: No Strike Provision - Not an Article)

Salary Schedules Twenty-three schools presented salary schedules for the 1969-70 term. This researcher continued last year's practice of presenting six educational preparation levels at five points of time. The table entitled "Minimum and Maximum Salary Range 1969-70" presents the results of this aspect of the study.

A flat increment was used in nineteen of twenty-three salary schedules. Increments varied from $250 to $400. There was evidence that the higher educational levels received higher increments, but in general, increments didn't vary due to educational level. The remaining four schools used a variable index to formulate increase.

In terms of numbers of steps available on the schedule, the range of steps and normal maximum salaries were as follows:

Minimum and Maximum Salary Range 1969-70

Education	Schools Reporting	Step One			Step Five		Step Ten		Top Regular* Step		Top Special* Step	
		Min.	Mean	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Less than BA	14	5580	5968	6260	6500	7130	7500	8900	7700	9200	8660	10200
BA	23	6000	6333	6700	7050	8125	8300	9500	8850	10600	9550	11600
BA + 30	21	6400	6689	7100	7400	8530	8650	10235	9300	11599	10105	12700
MA	15	6300	6819	7326	7600	8658	8900	10457	9500	11599	10295	12800
BA + 60	20	6700	7062	7300	7700	8939	8950	10729	9800	12161	10700	13000
MA + 30	12	6600	7181	7726	7900	9058	9200	10856	9800	11665	10800	13100

*Additional information regarding regular top special step and top regular step can be found on the following page.

Range of Number of Steps to
Reach Normal Maximum Salary

Educational Level	Reporting Schools	Number of Steps Min.	Number of Steps Max.	Range Regular Maximum Lowest	Range Regular Maximum Highest
Less than BA	14	10	13	7700	9200
BA	23	11	12	8850	10600
BA + 30	21	11	14	9300	11599
MA	15	11	14	9500	11599
BA + 60	20	12	15	9800	12161
MA + 30	12	12	15	9800	11665

Range of Number of Steps to
Reach Special - Maximum

Educational Level	Reporting Schools	Number of Steps Min.	Number of Steps Max.	Range Super Maximum Lowest	Range Super Maximum Highest
Less than BA	5	1	5	8660	10200
BA	15	1	5	9550	11600
BA + 30	16	1	5	10105	12700
MA	12	1	5	10295	12800
BA + 60	15	1	5	10700	13000
MA + 30	9	1	5	10800	13100

In order to study recent salary changes in the area, this researcher used two earlier publications of the Catskill Area School Study Council, one written in 1966-67, and last years' report. The following range of salaries emerge from this comparison:

Comparison of Salary Ranges 1966-70

Educational Level		1966-67	1968-69	1969-70	Gain
Less than BA	Min.	4900	5200	5580	+680
	Max.	7150	9250	10200	+3050
BA	Min.	5200	5700	6000	+800
	Max.	9000	10100	11600	+2600
MA	Min.	5200	6000	6300	+1100
	Max.	9900	10500	12800	+2900

Extra Pay for Extra Duties Fourteen of the contracts studied indicated definite financial compensation to staff directing activities beyond the scope of their regular employment. Several of these same schools demanded a pre-determined number of non-reimbursable contributions of time from regular staff and physical education staff. The demands seemed to be approximately one hour per week of teachers time, and the coaching of two "free" sports by physical education staff members.

The following examples are listed below indicating the position and range of compensation:

Type	Range in Dollars
Class Advisor	25 - 350
Chaperone (inc. gateman)	5/event to 10/event
Student Council	25 - 350
Clubs (inc. honor society)	25 - 350
Yearbook	75 - 350
Band	15/trip - 400/year
Plays	150/year - 200/play
Yearbook Photographer	150
A. V. Coordinator	150 - 200
Adult Education	10 - 200
Vice Principal	400
Census	150
Department Chairman	150 - 300

Guidance	1/200 per diem
Coaching (all levels plus graduated scales	
Football	150 - 1000
Soccer	100 - 450
Basketball	100 - 1000
Wrestling	200 - 800
Track	50 - 650
Cross-Country	100 - 400
Swimming	200 - 400
Volleyball	50
Winter Sports	50
Girls Athletics (softball, etc.)	50 - 400
Faculty Manager	300
Tennis	150 - 200
Golf	150 - 200
Bowling	200
Intra-Murals	50 - 1000
Cheerleading	100 - 300
Volleyball, Badminton, Table Tennis (all)	500

Service Employees Contracts Eight schools submitted contracts and/or salary schedules for service employees. One of these groups was represented by the C.S.E.A., the other groups were local organizations.

In studying the service employee contracts, the most frequent articles appearing in the various contracts were: Preamble, Recognition, Grievance Procedure, Leaves, Insurance, Retirement, and Overtime or Extra Duty Pay. A fairly complete list of articles is as follows:

Titles of Articles in
Service Employees Contracts

Preamble	4
Notice of Recognition	7
General Definitions	1
Grievance Committee and/or Procedure	4
Holidays	1
Sick Leave	4
Personal Leave	4
Health Insurance	4
Vacations	5
Bus Drivers	1

Miscellaneous Provisions.....1
Salary Schedule.....7
Personal Business.....1
Substitutes.....1
Duration of Agreement.....1
Purpose.....2
Selection and Retention of Employees.....2
Paid Holidays.....3
Years.....4
Retirement.....4
Bereavement Leave.....1
Agreements Between Public Employees and
Employee Organizations.....1
Duration.....3
Overtime - Extra Duty.....3
Applicable Law.....1
Classifications and Job Descriptions.....1
Definitions.....1
Employee Benefits.....1
Liaison Committee.....1
Working Conditions.....1
Interpretation of Contract.....1
Agreement.....2
Collective Bargaining Units.....2
Workday and Work Week.....2
Uniforms.....1
Termination of Employment.....1
Reciprocal Rights.....2
Disputes.....1
Training.....1
Applicable Law.....1
Seniority.....1
Tenure.....1

Salary schedules for service employees show great diversity. A compilation of titles and salary ranges is presented as follows:

Pay Schedules - Service Employees

Transportation

Titles include: Bus Driver; Mechanic; Mechanic/Bus Driver; Mechanics Helper/Driver Trainer. Garage Personnel Salary Range: $850 to $6783.

Maintenance

Titles include: Head Custodian; Assistant Head Custodian; Custodian/ Mechanics Assistant; Cleaner; Groundsman. Salary Range: $1400 to $7280.

Cafeteria

Titles include: Food Service Keeper; Assistant Cook; Cafeteria Cook; Cook Manager; School Lunch Manager; Food Service Cashier; Laundry Worker; Assistant Cook and Baker; School Lunch Helper. Salary Range: $1.54 to $3.09/hour; $1280 to $4362.

Office

Titles include: Secretary; Account Clerk Typist; Senior Tabulator Machine Operator; Senior Typist; Clerical Worker; Typist; Stenographer; Library Clerk; Senior Library Clerk. Salary Range: $1400 to $6142.

Others

Titles include: School Aide; Teacher Aide; Noon Hour Monitor; Monitor. Salary Range: $700 to $4800.

Fringe benefits mentioned in the contracts studied include:

Contract Fringe Benefits

Retirement - most schools on 1/60 non-contributory plan.

Sick Leave - ranges from 7 days/year to 18 days/year cumulative range from 45 days to 180 days.

Bereavement Leave - ranges from 3 to 5 days.

Vacation - ranges from 1 to 4 weeks on varying systems of reward for years of service.

Personal Leave - ranges from 1 to 10 days/year.

Sickness in Family Leave - ranges from 3 to 5 days.

Holidays - 7 to 11 paid/year.

Health Insurance - most schools on statewide and pay all for individual, one-half for family plan.

Additional Benefits Mentioned - meal allowance; life insurance; paid physicals; uniforms; seniority; tenure; substitutes.

It should be noted that service employees fall into several categories

by term of employment: for example, hourly - part time; hourly - full time; full time - 10 months; full time - 12 months; one-half time - school year employees, etc.

Summary Part II Simply stated, contracts this year with all employees were more complex and specific. Salary and money items were the major concerns. More negotiating took place and more items were negotiated.

APPENDIX A

CATSKILL AREA SCHOOL STUDY COUNCIL
State University College
Oneonta, New York

Please complete the following and return by September 15th. We will collect and collate the data and have a report back to you by November 1st, 1969.

Return to: Dr. Lawrence J. Heldman
Catskill Area School Study Council
State University College
Oneonta, New York 13820

Please send a copy of contracts and salary schedules with the completed form.

School District _____

Person Reporting _____

		Yes	No
1. We did not negotiate with any employees this year.	1.		
2. We negotiated with professional staff.	2.		
3. We negotiated with non-professional staff.	3.		
4. We negotiated with all full-time employees.	4.		
5. Only salary items were negotiated with professional staff.	5.		
6. Only salary items were negotiated with non-professional staff.	6.		
7. The district made use of an outside fact-finder.	7.		
8. The district made use of a mediator.	8.		
9. The district made use of a legal consultant.	9.		

10. Approximately how many hours were devoted to negotiations with professional staff.

_____

11. Approximately how many hours were devoted to negotiations with non-professional staff.

_____

Teacher Employee Negotiating Team Description

12. Number on the team - _____

13. Number female staff on team - _____

14. Number elementary staff on team - _____

15. Number secondary staff on team - _____

16. Number on team without tenure - _____

Board (Employer) Team Description

17. Number on board team - _____

18. Number of board members on team - _____

19. Other members (check) - Chief School Officer _____

20. - School Attorney _____

21. - School Business Officer_____

22. - Other (list) _____

The following questions are designed to provide information desired by local school personnel in preparation for next years negotiations.

23. List most significant demands the board made of the teachers group -

_____

_____

_____

_____

24. List most significant demands the teachers group made of the board -

_____

_____

_____

25. List most significant demands non-professional staff made of the board -

_____

_____

_____

The following questions are not part of the above study but have implications for our area. Please answer them if possible.

26. The recent "hold the line" policy of state financial aid to schools will have what effect on your district for this coming school year. What did you have to give up?

_____

_____

_____

27. If the fiscal cuts anticipated for next year are put into practice, what will probably be the effect on your school district.

_____

_____

_____

28. Is there a service, study or type of information you need that could be supplied by your Study Council. Tell us how we can be more effective.

_____

_____

_____